

Delph Primary School



SPECIAL EDUCATIONAL NEEDS POLICY

Delph Primary is an inclusive school and we recognise that provision for children with special educational needs (SEN) is a whole school responsibility, as determined by the SEN Code of Practice (2014). We believe that every teacher is a teacher of every child or young person including those with SEN. We believe communication is vital to the success of this policy. We therefore, seek to establish close links with both parents and other support agencies.

A child with SEN requires educational provision which is additional to, or different from, the educational provision made generally for children of their age.

Mrs. Kathy Mair is the SENCo at Delph Primary School and has completed the National Award for Special Educational Needs Coordination (NASENCo), which is a statutory requirement. She is also a member of the school's senior leadership team.

There are four broad areas of SEN as outlined in the SEND Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and or physical

Other factors that may impact on progress and attainment, but that are NOT considered an SEN are:

1. Disability (the Code of Practice 2014 outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
2. Attendance and Punctuality
3. Health and Welfare
4. English as an Additional Language (EAL)
5. Being in receipt of Pupil Premium Grant
6. Being a Looked After Child
7. Being a child of Serviceman/woman

AIMS:

1. To enable children in school with special educational needs to have these needs met.
2. To enable children with SEN to have full access to a broad, balanced and relevant education, including the Foundation Stage Curriculum, National Curriculum & extra-curricular activities.

3. To ensure that person centred approaches are used to enable the views of children with SEN and their parents/carers are heard.

IDENTIFICATION AND ACTION:

Children with possible SEN in school can be identified in various ways:

- via outside agencies on entry to school
- via Pre-School/Nursery/other school settings
- through teacher/parental concern via monitored performance over time
(e.g. lack of response to Focus input/monitor list provision maps and possible target work with parents)

Identification will be confirmed by the SENCo. Triggers for initial SENCo consultation regarding any particular child will normally include a combination of several factors, such as:

- staff concern regarding academic progress (measured against attainment re. National Curriculum age expectations or Early Learning Goals in the Foundation Stage)
- parental concern regarding the above
- properly grounded suspicion or evidence of a medical, physical or social problem that impacts on a child's academic progress
- results of formal/informal staff assessment(s)

Once a child is placed on the school's Monitor List, as a result of a concern regarding academic progress, up to three months/one term will be set aside for evidence gathering, further screening and close monitoring of progress. After this stage, if a concern is still apparent, parents will be notified of SENCo consultation/involvement and permission sought before the involvement of other agencies (if that is necessary). Assessment will include looking at the learning environment, tasks given, the child's response to tasks and teaching and learning styles.

Delph Primary School's response to SEN:

1. Slower progress/ concern noted/ gaps in attainment
2. Class Teacher to meet with parents and set up a Provision Map. Child is now a monitored pupil. Baseline assessment to take place. One Page Profiles to be kept up to date.
3. Between six weeks and a term later, Provision Map to be reviewed with parents. New assessments to take place following Provision Map. Has the child made better progress? Do they still need to be a monitored pupil? If no or slow progress despite change of approach/booster, SENCo to be involved to help assess if possible SEN.
4. If an educational difficulty is identified then pupil will be placed on SEN list. Pupil will have a Person Centred Review and a Person Centred Plan as a result of it. The pupil will have a Red SEN File to be kept in school.
5. Three review meetings a year for children with SEN. New Person Centred Plans to be written as a result of each review meeting. If progress is slow/it is felt that more support is needed, outside agencies may become involved.

6. If progress is not made/remains slow and Element 1 and 2 funding is not enough to provide the child with the support they need, then evidence will be collected so that a request for an Education Health and Care Plan (EHC Plan) assessment can be made. Cost of provision will need to be calculated.
7. Children with an EHC Plan will have two review meetings a year and an annual review meeting. They will also have a Person Centred Plan.

The SENCo will be present during at least one review meeting per year for children receiving SEN support and where possible will attend all review meetings for children with ECH Plans.

EXITING THE SEN SUPPORT LIST

Where children in receipt of SEN Support make progress in their targeted areas and can access the learning in the classroom without additional to and different from intervention or support, then it may be decided at a review meeting that the child be taken off school's SEN Support list. They will then be put onto school's Monitor List to ensure that their rates of progress are tracked carefully and that they continue to make progress despite SEN Support having been removed. They will then have a Provision Map to outline any personalised reasonable adjustments that class teachers have put into place to ensure progress is made. This will be continually reviewed as outlined above.

EQUAL OPPORTUNITIES

Anti-discrimination law applies to children with SEN – a child with disability may not be treated less favourably for any reason. The school is required to make reasonable adjustments to ensure that pupils with medical conditions, disabled pupils and prospective disabled pupils are not placed at a disadvantage. This applies to all aspects of school life, including admissions, education/associated services and exclusions.

The school has an obligation to prepare an accessibility plan to:

- A. increase participation in the curriculum
- B. improve access to the physical environment
- C. improve the delivery of information to disabled pupils

A copy of the school DDA/Accessibility Plan is available on request.

A copy of the school First Aid/Medical Policy is available on request.

RESOURCES:

Monies are earmarked in the school budget for children with SEN. General school budget finances based on the age-weighted pupil unit (AWPU) are to enable the school to provide a broad, balanced, relevant, differentiated curriculum to every child. All pupils with an identified SEN are entitled to SENCo time, and a share of activity generated by the AEN element of the AWPU and money allocated through the AEN formula.

SEN funding is provided at four levels by the LA:

- Element 1 Funding – This is the £4,000 AEN element of the AWPU money.

- Element 2 Funding – A child may receive support/resources up to £10,000. This money is not assigned to specific children but is to be taken out of school's budget.
- Element 3 Funding – If a child requires more than £10,000 worth of support per academic year then applications for an ECH Plan would be made. School would still fund the first £10,000 of the child's support but a specific amount of extra money may then be assigned to that particular child.

In school provision includes human resources such as the SENCo, Teaching Assistants, Year 5/6 Focus Teacher and specialist teachers employed when necessary. Physical resources such as books, play equipment, software, laptops, video, writing wedges, as well as temporal resources (review/target setting meeting time) are also available. The school also has a wide range of specific interventions that target particular areas of the curriculum.

Please see School's SEN Information Report (available on request or on the school's website www.delph.oldham.sch.uk) for detailed information about what Delph School can offer children with SEN. Together with this information, links to Oldham's Local Offer, Parents of Oldham in Touch (POINT) and the SEN Code of Practice 2014 can be accessed.

Additionally, school makes use of outside agencies which are available for advice, and help support pupils with learning difficulties and disabilities e.g. Educational Psychologists, Quality and Effectiveness Support Team (QEST), Speech and Language Therapists, Early Years Team, Jigsaw Outreach Support, Visual, Hearing Impairment and Pupil Welfare Services etc. Person centred approaches are used to collaborate with outside agencies and families.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. The school's SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national updates in SEN.

Delph Primary School is fully accessible for adults and children using a wheelchair. There is a facilities room with a bed and hoist, appropriate ramps to enable access to the building and stair lifts where the floor level changes.

All resources are prioritised by the Headteacher/SENCo in consultation with staff and outside agencies, according to severity of need.

ROLES & RESPONSIBILITIES:

Teaching Staff

- To identify pupils with SEN, evidencing own good quality teaching and reasonable adjustments and differentiation through Provision Maps and Person Centred Plans.
- To devise/operate interventions additional to or different from those provided as part of the school's usual differentiated curriculum and record these through weekly planning and Provision Maps.
- To be responsible for working with children with SEN on a daily basis and for planning and delivering focus support within the class timetable.

- To liaise with the SENCo/outside agencies, enabling interventions to take place accordingly.
- To operate day-to-day liaison with parents (where appropriate) and regularly communicate through Parents' Evenings, Home-School books, target sharing and individual discussion.
- To plan with and guide teaching assistants who support children with SEN in their class.
- To prepare for and take the lead during Person Centred Review meetings.

Support Staff

- To liaise with SENCo and class teachers ensuring delivery of appropriate tasks and activities.
- To provide differentiated support, with teacher guidance, for groups and on an individual basis.
- To contribute to the assessment and record-keeping processes for children whom they support.

Governors

- To be involved in developing and monitoring the school's SEN policy and practice to meet legal requirements and children's needs, as far as possible.
- To delegate operation of the policy to the SENCo, providing the time and resources for role effectiveness.
- To ensure that SEN provision is an integral part of the school development plan.
- To be involved in and approve the financial decisions which affect SEN provision in school.
- To appoint a SEN Link Governor to liaise with the SENCo.
- To annually review the effectiveness of the school's work with pupils with SEN.
- The school's SEN Governor is Miss. Elizabeth Hardie.
- To read and respond to (where appropriate) the annual report for Governors, submitted by the school's SENCo.

SENCo

- To take day-to-day responsibility for operating the SEN policy, co-ordinating, managing and mapping provision within available human and material resources.
- To revise and update the policy in consultation with colleagues.
- To liaise with and advise colleagues re. SEN issues and promote staff development in this area e.g. INSET training and organising necessary outside training for staff.
- To arrange reviews for children with SEN.
- To attend and chair Person Centred Review meetings for all children with SEN at least once a year and support class teachers with chairing and leading others.
- To work with colleagues and outside agencies to prioritise need across school and deploy staff and resources accordingly.
- To liaise with governors, parents and external agencies.
- To keep up to date with current LA and National issues and attend training as required.

Safeguarding

- Mrs Alison Leigh (Headteacher) is the designated teacher with responsibility for Safeguarding.

PPG/LAC Funding

- Mrs Alison Leigh (Headteacher) is the designated teacher with responsibility managing this funding.

Medical Needs

- Mrs Alison Leigh (Headteacher) is the designated teacher with responsibility for children's medical needs.

PARENT AND PUPIL INVOLVEMENT:

Children who are capable of forming views have a right to know about their targets and support. Their opinions should be taken into account during Person Centred Review meetings. Where appropriate children will attend the meetings themselves and where this is not appropriate alternative ways for the children to express their views will be sought e.g. video recordings of the child's views to be played during the meeting.

The views of parents regarding their children's Special Educational Needs will be taken into account and their involvement in their child's education sought and encouraged. Parents will be informed at an early stage where SEN assessment and/or intervention is planned. Initially this will be an informal meeting with the Class Teacher and possibly the SENCo to share concerns.

REVIEW OF PROGRESS:

Person Centred Review meetings involving parents, staff and outside agencies as appropriate, will be held termly for those receiving SEN Support. Ongoing staff monitoring and evaluation in the classroom will take place as intervention is delivered. Detailed records of progress against targets and any outside agency involvement will be kept in individual folders. The progress of pupils with SEN, in terms of National Curriculum Expectations/Early Learning Goals will be monitored closely through the school's tracking system and information shared with relevant parties. Performance Indicators for Value Added Target Setting (PIVATs) may be used to evidence smaller steps of progress and or as a tool to plan next steps.

ADMISSIONS:

Children with SEN are admitted into school in accordance with LA Guidelines. Where SEN has been identified in Pre-School/Nursery setting, staff will liaise with the appropriate external services and Pre-School/Nursery provider.

LINKS WITH OTHER SETTINGS / SCHOOLS:

Information will be shared at all transition times, i.e. Pre-school/Nursery - Reception, Key Stages 1-2 (Y2-3) and Key Stages 2-3 (Y6-7). Pupil records will be shared and key personnel from receiving settings invited to reviews, as appropriate. We follow the LA Guidelines for the transition of pupils.

MONITORING & EVALUATION:

This will take place annually, involving staff and Governors, taking in the views of parents and pupils, as appropriate. A report compiled by the SENCo will be shared at full Governor's meeting once a year. This report will highlight school's current provision for children with SEN and will report on the effectiveness of such provision.

Questions arising from the report may include:

- How well are earmarked SEND resources being used/prioritised?
- Are children with SEND making progress against particular teaching targets?
- Is stated Provision Map/Person Centred Plan provision actually being made?
- Do children with SEN experience equal opportunities in practice?

- Is there an appropriate balance between class inclusion and any specialist withdrawal?
- Is learning for all effectively and efficiently achieved?

This process may involve updating the SEN policy in school.

COMMENTS & COMPLAINTS

-Your first point of contact is always the person responsible – this may be the class teacher; the SENCo or the Head teacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head teacher then ask for the school Governor representative.

-If you do not feel the issues have been resolved, then please refer to school's complaints procedure policy, which can be found at www.delph.oldham.sch.uk

-If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:

Complaints and Representations Officer
Freepost - RRGY-TJSR-GHGZ
PO Box 40
Level 8, Civic Centre
West Street
Oldham, OL1 1XJ
Tel: 0161 770 1129
cypf.complaints@oldham.gov.uk

The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit [http://www.oldham.gov.uk/pps/info/12/about the service for more information](http://www.oldham.gov.uk/pps/info/12/about_the_service_for_more_information).

OTHER DOCUMENTS

This document should be read in conjunction with the School's DDA and Accessibility Plan.

Please see school's Bullying policy for information about the steps taken to ensure and mitigate the risk of bullying of vulnerable pupils.

Please see school's policy on storing and managing information/confidentiality for details about how documents are stored, how long they are kept and when they are destroyed.

Please see school's website for a video containing school's SEN Information Report and also for a document version.

All policies and documents referred to can be requested from the school office or can be found at www.delph.oldham.sch.uk .

Approved by: **Governors' Curriculum Committee**
Date: **January 2017**
Review date: **January 2018**